



SAMPLE MATERIAL

Teacher Interview Questions and Scoring

Waterford High School, California

Topic: Turning Around Chronically Low-Performing Schools

Practice: Committed Staff

This document outlines interview questions to be asked of prospective language arts teachers at Waterford High School. Questions include their motivation for becoming a teacher, how they will contribute to the language arts program and the school as a whole, and a description of one of their outstanding lessons. Committee members are given a sheet to assign a score to candidate responses for each question asked. Scores range from 1 to 10, with 1 being low acceptability for an answer and 10 being high acceptability for an answer. Committee members are also asked to rate the candidates from Fair to Outstanding on several categories such as personality, purpose for being a teacher, knowledge, and parent relations.

ENGLISH QUESTIONS

1. Please tell the committee why you chose to become a teacher and what you most enjoy about teaching.
2. Please define for the committee your perception of the role of the teacher in today's society and then describe your strengths as a teacher as they relate to that role.
3. Students in our school will come from diverse backgrounds and have diverse needs including different levels of ability. Describe for the committee how you plan to work with our students and their parents to help the students succeed.
4. How will you contribute to our language arts education program?
5. In what ways should state-adopted standards impact the language arts program at Waterford High School?
6. Describe for the committee the components of one of your outstanding lessons.
7. Starting a new high school, one that will have ongoing on-site construction, will require everyone involved to, quote: "be flexible", "go the extra-mile" and "work collaboratively. What does being flexible, going the extra mile, and working collaboratively mean to you --- and how will *you* function in this atmosphere?
8. At our school time is considered a very valuable resource. In fact, time will be allocated for classes in blocks of 105 minutes. Describe for the committee your understanding of block schedule and assess for us your ability to teach using long periods of time.
9. What is your understanding of curriculum integration?
10. How comfortable are you with contacting the parents of your students?
11. In addition to your classroom duties, how else can you serve our students?
12. Is there a final comment that you would like to make or is there a particular question that you wish you had been asked?

Teacher Interview Questions and Scoring—*Waterford High School, California*

Candidate's Name: _____

Position: _____

Category	Fair	Good	Superior	Outstanding
Personality/Poise/Communication Skills Comments:	1	2	3	4
Purpose/Calling/Student-Focus Comments:	3	6	9	12
Knowledge/Experience/Training Comments:	3	6	9	12
Collaborative Worker Comments:	3	6	9	12
Sensitivity/Parent Relations Comments:	2	4	6	8
Extra-curricular support Comments:	2	4	6	8
Curriculum/Standards/Assessment/Block Comments:	3	6	9	12

Interviewed by: _____

Date: _____

Score: _____

CANDIDATE NAME: _____

DATE: _____

Interviewed by: _____

1	2	3	4	5	6	7	8	9	10
Low			Acceptable				High		

Interview Questions

1. Please tell the committee why you chose to become a teacher and what you most enjoy about teaching.
Score: _____
2. Define for the committee your perception of the role of the teacher in today's society and describe for the committee your strengths as they relate to that role.
Score: _____
3. In what ways will you contribute to the English Language Arts programs at Waterford?
Score: _____
4. In what ways should state-adopted standards affect the English Language Arts programs at Waterford?
Score: _____
5. Share with the committee some of the teaching experiences that you have had that are most precious to you.
Score: _____
6. Time at our school is considered a very valuable resource; in fact classes will be scheduled in blocks of 105 minutes. Describe for the committee your understanding of block scheduling...and assess for the committee your ability to teach using long periods of time.
Score: _____
7. At Waterford High School we place a high premium on Professional Development, seeing it as a vehicle to elevate student achievement by improving instruction. Describe for the committee some professional development that you have received and how you successfully implemented the strategies into your classroom.
Score: _____
8. Since this is a small school it is expected that students will become well known by adults. What does "personalization" mean to you?
Score: _____
9. At Waterford High School we are pursuing the idea of "congruence;" this is the idea of teachers utilizing commonality in lesson and unit design as well as in the delivery of instruction? How would you function in this paradigm, and how would you contribute?
Score: _____
10. Students in our school will come from diverse backgrounds and have diverse needs including different levels of ability. Describe for the committee how you plan to work with our students and their parents to help the students succeed.
Score: _____
11. Outside of the classroom, how else can you serve our students?
Score: _____
12. About how many home parent or guardian contacts do you make in any given two-week period? What do you try to accomplish when contacting parents?
Score: _____
13. What type or types of professional support do you most appreciate?
Score: _____
14. This concludes our questions, are there any final comments that you would like to make, or, do you have any questions for the committee?
Score: _____